DOCUMENT RESUME

ED 164 458 SP 013 312

AUTHOR	Wall, Guy O.; And Others
TITLE	MAGIC Day: The Cemetery in a Dual Classroom Role.
INSTITUTION	Indiana Univ. Southeast, New Albany.
PUB DATE	78
NOTE	31p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Elementary Education; *Elementary School Students; Experimental Programs; *Field Experience Programs; Grade 6; Humanistic Education; *Learning Activities; *Multisensory Learning; Program Content; *Program Descriptions; *Student Teachers
IDENTIFIERS	*Cemeteries

ABSTRACT

Activities for a field experience program involving 50-60 methods students and as many sixth graders is described; the program explores the cemetery as a place to pull together skills and concepts from subjects like reading, mathematics, language arts, science, and social studies. Activities involve tombstone rubbings, family trees, writing poetry and epitaphs, treasure hunts, exploring causes of death in the last century, investigation graveside ecology, and graphing demographic data. The future teachers benefit from this program through exposure to teaching and learning in an alternative setting. The children benefit through the improved quality of their project work and indications of a high level of positive cognitive change as well as affective change. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Guy O. Wall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED164458

MAGIC Day: The Cemetery in a Dual Classroom Role

Division of Education - Indiana University Southeast

Believing that prospective elementary teachers need "hands on" field experiences just as much as school children need "hands on" learning opportunities, the elementary methods team has designed MAGIC Day*, an all day trip to a local cemetery. From 50-60 methods students and as many sixth graders explore the cemetery as a place to pull together skills and concepts from subjects like reading, mathematics, language arts, science, and social studies. Booklets of activities are provided a week earlier and each pair (one university student - one child) plans their experiences for the day. They become immersed in tombstone rubbings, family trees, writing poetry and epitaphs, treasure hunts, exploring causes of death in the last century, investigating graveside ecology, and graphing demographic data.

The future teachers get exposure to teaching and learning in an alternative setting. They witness the integration of curriculum elements around a single theme. They also get experience working with and getting to know one child well. Finally, informal feedback from them indicates enthusiasm for the project and suggests ways to improve it (always a good sign).

MAGIC Day has had benefits for the children, too. The quality of their projects (stories, posters, collections, graphs, charts, rubbings, etc.) indicates a high level of positive cognitive change. The children's attitudes toward a cemetery have been formally examined over the past two years. After going on the MAGIC Day trip significantly more children agreed with statements such as "I enjoy visiting a cemetery," "Tombstones can be interesting," and "Cemeteries are pretty." Conversely, there were significantly fewer argreements with the statements, "Cemeteries make me feel sad" and "Cemeteries scare me." Less formal evidence of attitudes were observed in the great pride shown by the partners in displaying their work in the school hallway. All of these results were in the predicted directions and indicated strong positive affective change.

Perhaps the most interesting feature of this project is its transferability. The activities can be used by a teacher with his/her children in any nearby cemetery. Furthermore, teacher educators can adapt this approach for providing undergraduate elementary education majors with valuable field experiences to a variety of settings, including, but not limited to, a cemetery.

Claudia Crump
Vera Del Grande
William Jamski
Guy Wall, Project Director

SP013 312

*MAGIC stands for Multidisciplinary/Multisensory Awareness Gathered and Integrated at a Cemetery.

MAGIC DAY

ULTI-DISCIPLINARY
ULTI-SENSORY

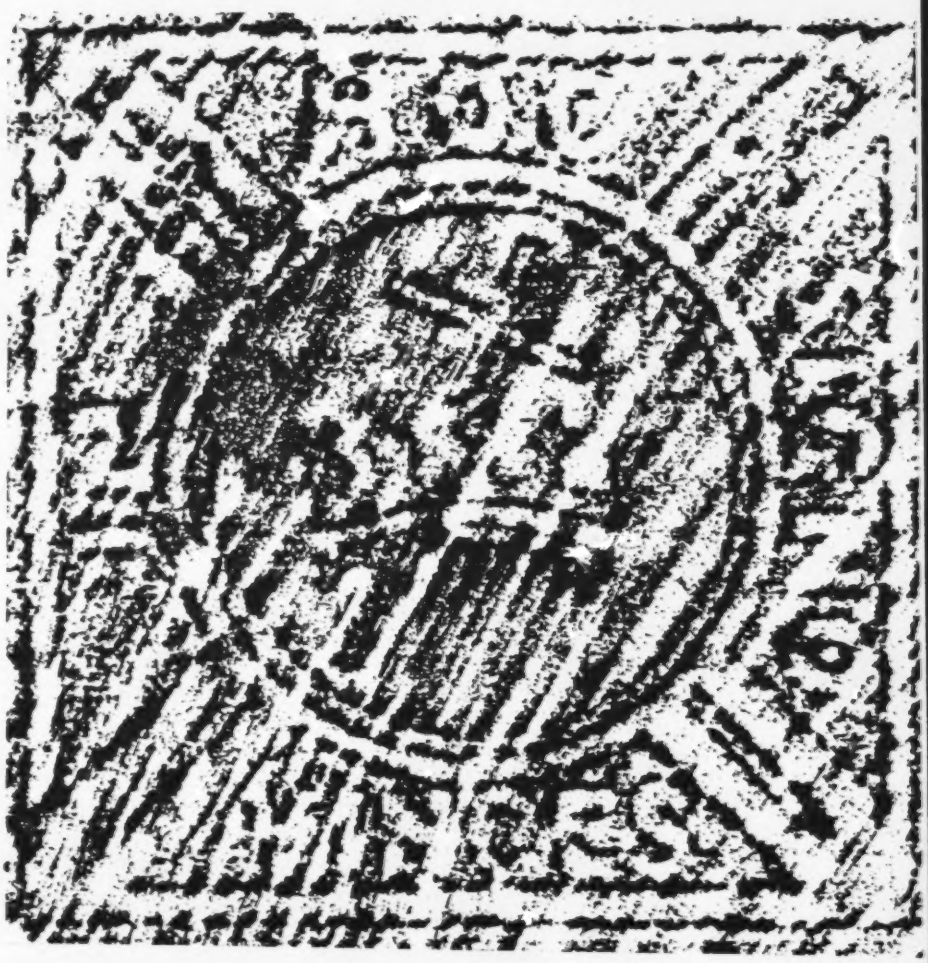
OR
"PLOTTING AMONG THE PLOTS"

AWARENESS

GATHERED AND

INTEGRATED INTO THE

CURRICULUM



INDIANA UNIVERSITY SOUTHEAST

Guy Wall · Claudia Crump · Vera Del Grande

RATIONALE

MAGIC Day is a name that we have given to a comprehensive set of activities which serves to integrate all the curricular areas commonly taught in elementary schools. Therefore, it should be designed to encourage multi-disciplinary and multi-sensory learning experiences for elementary pupils. We have chosen for a setting, a cemetery, and have assembled and field-tested dozens of activities which may also be appropriate for monuments, memorials, placques, wooded areas, and historical markers and documents in other locations.

The special ambiance of a cemetery lends itself easily to a variety of introspective pursuits. It would be easy for adults to get caught up in remembrances of things past. However, we all realize that children are strongly oriented to the concrete, the here and now. Therefore, the focus for all experiences should be ACTION. Children should have opportunities to move around freely, to touch, to feel, to taste in the fullest sense. Opportunities for discovery, self-initiated inquiry, comprehensive environmental awareness, and an appreciation for one's heritage must not be missed.

150
STATE ST.
GRANT LINE ROAD
TO
CHARLES TOWN ROAD
Rte
SLATE RUN ROAD
FAIRVIEW CEMETERY
ENTRANCE
I 64
VINCENNES ST.
SILVER STREET
U.S. Rte. 460
Ind. Rte. 62
SPRING STREET
To:
Jeff.,
Clarksville,
Louisville
MAIN ST.
Sherman Minton Bridge
KY I Bridge

GENERAL ACTIVITIES

Topic: Magic in Rubbings

Area: All areas ACTIVITY # 1

Group Size: Individual

Objectives: Given a variety of tombstones, the student will select one most interesting to him and prepare a rubbing for display.

Materials: Crayon; observational powers; large sheets of newsprint, masking tape.

Action: While completing other activities, survey the tombstones; select one which is most interesting to you or unusual in any manner. Make a rubbing by taping a piece of newsprint over the epitaph and rubbing your crayon consistently across the imprint. In preparation for class display, cut the newsprint to show the contour of the stone.

Topic: Sensory Awareness

Area: All areas ACTIVITY # 2

Group Size: Individuals

Objectives: Students will list and categorize words to describe their sensory images as a result of their experiences in the cemetery.

Materials: Your observational powers

Action: Take five minutes to explore part of the cemetery to experience its ambiance, i.e., its atmosphere. Be sure to be receptive to perceptions from all your senses as well as to feelings which you may associate with cemeteries. During the entire time you are in the cemetery, record as many words related to your perceptions and feelings as come to mind. At the end of your time, sort the words in categories of your own devising. Use your categories for writing activities.

GENERAL ACTIVITIES

Topic: Original Designs

Area: All areas

Group Size: Individual ACTIVITY # 3

Objectives: Given participation in a variety of experiences in a cemetery setting, the student will design an original activity for elementary pupils based on any of the methods areas in which he/she is enrolled.

Materials: Paper and pen, lots of imagination

Action: Using the format given for this activity, design an experience for elementary pupils for any one of the methods areas in which you are enrolled or one which integrates several of them. Write it up in good form to be shared with your peers.

LANGUAGE ARTS ACTIVITIES

TOPIC: Graveyard Poetry

AREA: Language Arts ACTIVITY #1

GROUP SIZE: Individual

OBJECTIVE: Given a search of inscriptions, the student will write an original poem.

MATERIALS: Pen or pencil, paper

ACTION: Sadness is normally associated with the cemetery. Hints of its antonym (opposite) may be found in inscriptions however. Search the epitaphs to find at least 8 words for "sadness" and 8 words for "joy." Compose a diamante poem. See skeleton and definition below:

subject noun
adjectives
particples
NOUNS RELATED TO SUBJECT
participles
adjectives
Noun (opposite of subject)

TOPIC: Visible vs. Invisible

AREA: Language Arts ACTIVITY #2

GROUP SIZE: One, two or three

OBJECTIVES: Given a camera or art media, the student will pictorially represent visible evidence of invisible forces.

MATERIALS: Camera or art media, paper and pen

ACTION: Search the cemetery for 10 things that can't be photographed; then photograph or draw a picture to represent visible evidence for 3 or more of them. Compose and attach a caption for each.

TOPIC: Metaphor Game

AREA: Language Arts ACTIVITY # 3

GROUP SIZE: One, two or three

OBJECTIVE: Given 12 words or more, the student will write 6 or more metaphors.

MATERIALS: Paper and pen

ACTION: List at least 12 objects in the cemetery. Make as many combinations as possible explaining how one (or several) is like another (or several). Example: A tombstone is like a person; they both have names. Team up with a friend and see who can make the most comparisons or metaphors with the same number of objects.

TOPIC: Pictorial Essay

AREA: Language Arts ACTIVITY #4

GROUP SIZE: Individual or small group of four or less

OBJECTIVE: Given a topic or theme, the student will compose an essay in pictures.

MATERIALS: Camera or sketch pad and pencil

ACTION: With a camera or sketch pad make a series of pictures in the cemetery which tell a story or relate to a theme. The setting can be past, present or future. Write a caption or title for each picture.

TOPIC: Personal Epitaphs

AREA: Language Arts ACTIVITY #5

GROUP SIZE: Individual

OBJECTIVE: Given essential data, the student will compose three epitaphs.

MATERIALS: Paper and pen

ACTION: Study several epitaphs for an idea of what is usually included. Then compose three epitaphs: One for yourself, one for a friend, and one for your teacher. You can leave future dates blank. The epitaphs can be serious or humorous. Share with the persons involved.

TOPIC: Personification Paragraph

AREA: Language Arts ACTIVITY #6

GROUP SIZE: Individual

OBJECTIVE: Given an inanimate object of particular interest, the student will compose a paragraph giving the object life.

MATERIALS: Paper and pen

ACTION: Choose an inanimate object which can be given human or animal characteristics. Write a paragraph bringing the object to life.

TOPIC: Tombstone Script

AREA: Language Arts ACTIVITY #7

GROUP SIZE: Individual

OBJECTIVE: Given a survey of tombstone script, the student will collect a record of 3 or more styles.

MATERIALS: Paper and pen, camera (optional), crayons, newsprint, scissors

ACTION: Examine the script on tombstones ranging from the very oldest to the most recent additions to the cemetery. Make a record with rubbings, camera or by copying 3 or more of the best styles. Identify the most common strokes making up each style. After the series of strokes, write your name and address in each style.

TOPIC: Gravestone Grammar

AREA: Language Arts ACTIVITY #8

GROUP SIZE: Individual

OBJECTIVE: Given a survey of tombstones, the student will record 5 or more examples each of capitalization and punctuation and write rules for using the mechanics.

MATERIALS: Paper and pen

ACTION: Examine the gravestones for samples of capitalization and of punctuation. Record at least 5 examples of each and the dates when used. Group the ones together that use the same rules. Then write your own rules from the example for using capitals and punctuation marks. Have forms changed? If so, how?

TOPIC: A Memorial

AREA: Language Arts or Social Studies ACTIVITY #9

GROUP SIZE: Individual

OBJECTIVE: Given the choice of an admired person, the student will design an original memorial.

MATERIALS: Paper and pen, lots of imagination

ACTION: Examine the tombstones for inscriptions that might have been composed by loved ones. Now think of your favorite person or hero from the past or present. Design a memorial which shows why you admire the person.

TOPIC: Stake Out A Plot

AREA: Language Arts ACTIVITY #10

GROUP SIZE: Individual

OBJECTIVE: Given a small plot, the student will identify descriptive words or phrases and include them in a prose or poetry form.

MATERIALS: String, toothpicks (4), paper and pen

ACTION: Stake out a small plot (about 12 x 12") with the toothpicks and string. Study the plot carefully and record phrases and words for every detail within the square. Then use these to write a narrative description of your plot or a poem reflecting the mood. You may wish to choose a poetry form such as haiku, cinquain, tanka, acrostic or diamante found on the attached sheet.

TOPIC: Color Search

AREA: Language Arts ACTIVITY #11

GROUP SIZE: Individual

OBJECTIVE: Given the choice of a color, the student will identify and write 5 or more similes or metaphors for the color.

MATERIALS: Paper and pen, Hailstones and Halibut Bones (book)

ACTION: Choose a single color, search throughout the cemetery for examples of the color. Write a simile or metaphor for each, Examples: Grey is hard, cold stone.

TOPIC: Tall Tales

AREA: Language Arts ACTIVITY #12

GROUP SIZE: Individual composition and group sharing

OBJECTIVE: Given an unusual stone, name or record entry, the student will compose a tall tale.

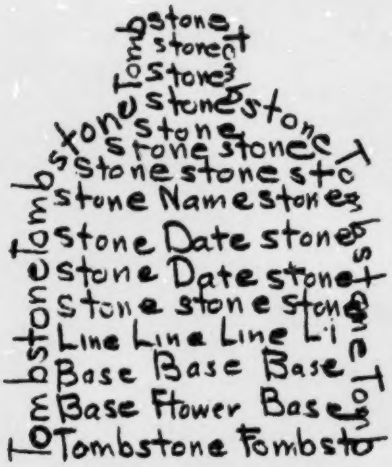
MATERIALS: Paper and pen, a tall imagination

ACTION: Choose an unusual stone, name or entry in the cemetery records. Write your own tall tale. Make it very, very tall. Share with others and ask their help in making it taller yet.

Language Arts

Poetry Forms

Concrete Poetry or Word Pictures


Tombstone
stone
stone
st

Diamante:

Noun (1 word) _____

Adjective (2) _____ _____

Participle (3) _____ _____ _____

Nouns (4) _____ _____ _____ _____

Participle (3) _____ _____ _____

Adjective (2) _____ _____

Noun (1) _____

Death

Sorrow, peace

Devoted, missing, blessed

Nobleman, shadow, flower, Mother

Taken, resurrected, forgotten

Self-made, kind

Love

Jean Sanders

Clinquain

Title (1 word) _____

Description (2) _____ _____

Action (3) _____ _____ _____

Feeling (4) _____ _____ _____ _____

Antonym for title (1) _____

Rainbow

Sky's Umbrella

Turned upside down

Lovely splash of color

Aftermath

Kaye Hawley

Acrostic

First letter _____

of a word _____

begins each _____

line _____

_____

Silent the winds come a'bringing,

Primroses, dogwood and heather.

Rapidly winter has vanished;

Into the past it is banished

Now in brightly Aprilly weather,

Go we to work lightly singing.

READING

TOPIC: A Plot for Sale

AREA: Reading (Intermediate) ACTIVITY #1

SKILL: Ability to convey a message to a reader.

GROUP SIZE: Individual or small group

OBJECTIVE: Given the atmosphere of the cemetery, students will write an ad to sell a plot in a cemetery.

MATERIALS: Paper, pencil

ACTION: Try your skill in selling a plot in a cemetery.
Write a blurb giving details as to size, location, surroundings, and cost.

ALTERNATE ACTION: Draw the plot.

TOPIC: Still Around

AREA: Reading (Primary) ACTIVITY #2

SKILL: Alphabetizing and application through use of a telephone directory.

GROUP SIZE: Individual or small group

OBJECTIVE: Given a family plot, students will list names alphabetically and consult telephone directory to determine if someone with that name is still living in the area.

MATERIALS: Paper, pencil, telephone directory

ACTION: List family names alphabetically in column 1.
In column 2, list the nationality which the name suggests.
Consult the telephone directory and place an X in the third column if someone with that name is still living in the area.

ALTERNATE ACTION: List the family names of your small group alphabetically.
Ask the teacher to help you decide the nationality of each one.

TOPIC: Spot for Learning

AREA: Reading (Intermediate) ACTIVITY #3

SKILL: Visual, auditory, kinesthetic, and tactile approaches

GROUP SIZE: Individual or small group

OBJECTIVE: Given a spot in a cemetery, students will write a story using as many words as possible which are discerned through visual, auditory, kinesthetic, and tactile modes of learning.

MATERIALS: Paper, pencil, crayons, newsprint

ACTION: Find a comfortable spot. Experience the colors, sounds, shapes around you. Write a story using as many words as possible which you discovered through visual, auditory, kinesthetic, and tactile modes of learning.

ALTERNATE ACTIONS: Draw a picture of what you have perceived through your senses. List words in proper categories of discovery. Arrange words alphabetically.

TOPIC: Family Plot

AREA: Reading (Intermediate) ACTIVITY #4

SKILL: Building up background for reading

GROUP SIZE: Small group

OBJECTIVE: Given a small family plot, students will reconstruct life during the time this family lived.

MATERIALS: Paper, pencil

ACTION: Select a family plot of 4 to 6 graves. Use the time-line idea to list who died first, at what age, and so on. Write the story of this family describing life, occupations, dress, politics, etc., during the time when most of the family members were living.

ALTERNATE ACTION: Choose books from the library that will strengthen your knowledge of this period of history.

TOPIC: Life and Death

AREA: Reading (Upper Intermediate) ACTIVITY #5

SKILL: Levels of comprehension

GROUP SIZE: Individual or small group

OBJECTIVE: Given the cemetery setting, students will experience a greater awareness of life, death, and existence in general.

MATERIAL: Paper, pencil

ACTION: Find a comfortable spot. Allow your mind to think of all the beautiful things that have happened in your life; think of the sad things, too. Spend a few minutes thinking of the joys and sorrows of the lives of the persons who are now dead. Try to grow in an awareness of existence by constructing and answering questions on the 1.)literal, 2.)interpretive, and 3.)evaluative levels of comprehension:
1.)Where am I?
2.)What do life and death mean to me?
3.)Why am I doing the things I am doing in my life?

ALTERNATE ACTION: Write a paragraph expressing some of the joys and sorrows in your life.

TOPIC: Job Opportunities

AREA: Reading (Intermediate) ACTIVITY #6

SKILL: Brainstorming, describing, and alphabetizing

GROUP SIZE: Small group

OBJECTIVE: Given a brainstorming session, students will discover the many job opportunities available in a cemetery.

MATERIALS: Paper and pencil.

ACTION: Brainstorm the job opportunities available in a cemetery. List them in alphabetical order. Write a brief description of each job and the skills needed. Rank the jobs numerically in the order of importance.

ALTERNATE ACTION: Interview one of the cemetery personnel to check your job description against the real thing.

TOPIC: Match-a-Color

AREA: Reading (Primary) ACTIVITY #7

SKILL: Color matching, word identification, sentences.

GROUP SIZE: Individual or small group

OBJECTIVE: Given scraps of different color construction paper, the students will look for objects in the environment that are the same color.
Example:

MATERIALS: Newsprint, scraps of colored paper, paste

ACTION: Match scraps of colored paper with objects of similar color in the environment. Paste scrap of paper and object side by side.

ALTERNATE ACTION: Construct simple sentences by using the object for the word:

The is green.

The is blue.

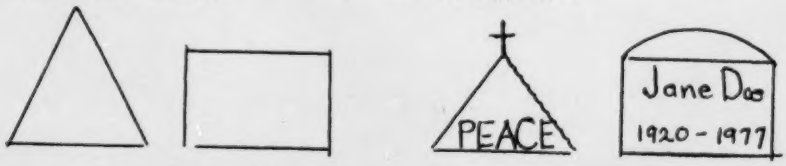
TOPIC: Shapes to Match

AREA: Reading (Primary) ACTIVITY #8

SKILL: Configuration, perception

GROUP SIZE: Individual or small group

OBJECTIVE: Given patterns of shapes, students will match a shape with corresponding shape in the environment.



MATERIALS: Pencil, envelope of shapes, newsprint, crayons

ACTION: Trace a shape on paper. Draw a picture of something in the environment that is the same shape.

ALTERNATE ACTION: Prepare a booklet of shapes with corresponding designs. Label the shapes and designs.

SOCIAL STUDIES ACTIVITIES

TOPIC: Family Time Line or Life Line

AREA: Social Studies ACTIVITY # 1

GROUP SIZE: Individual or team of 2

OBJECTIVE: Given a family plot, the student will compose a time or life line and draw 3 or more conclusions about the family.

MATERIALS: Paper and pen or any suitable material

ACTION: Locate several tombs which belong to a family. Draw a long line on your paper or other suitable material. In sequential order record on the line the names, dates of birth and death, and any other information available about the members of the family. Then make a list of things you know or can infer about the family. Example: Most of the members died young; the family probably had a history of heart disease. The cemetery record books may be very helpful.

TOPIC: Family Tree - Genealogy

AREA: Social Studies ACTIVITY # 2

GROUP SIZE: Individual or team of 2

OBJECTIVE: Given a family plot, the student will draw a family tree showing the original parents on the trunk and branches for each child, grandchild, etc., thereafter.

MATERIAL: Paper and pen, observational powers

ACTION: Use the data from ACTIVITY 1 or locate a new family plot. From the information given, draw a family tree. Put the oldest parents' names on the trunk and each son or daughter on a branch, along with their husband or wife. Draw more branches for their children, great-grandchildren etc. The cemetery record books may be helpful in supplying information not included on the tomb.

TOPIC: Cemetery VIPs -- Very Important People

AREA: Social Studies ACTIVITY # 3

GROUP SIZE: Individual

OBJECTIVE: Given several names of well-know persons, the student will identify their influences in the community.

MATERIALS: Paper and pen, a city and state map

ACTION: Important people are often honored by having places or things named for them. Make a survey of tombstones or the cemetery records for indications that the person may have been influential in the community. List the names and all of the evidence that you can locate that would indicate their importance. Search local maps, interview natives of the city, and observe streets, buildings, and other place names for clues.

SOCIAL STUDIES ACTIVITIES

TOPIC: Life Style Clues

AREA: Social Studies ACTIVITY # 4

GROUP SIZE: Individual

OBJECTIVE: Given a survey of several tombstones and cemetery records, the student will identify on a retrieval chart several clues about the class, race, religion and other aspects of a least 3 families.

MATERIALS: Paper and pen, sharp observational powers and much inference

ACTION: Survey the cemetery for at least three family plots or single stones from which you can identify clues. These clues may relate to family class (lower, middle, upper), wealth community influence, religion, race, heredity, traits, occupation, cause of death and any others. Set up a retrieval chart and record your information in categories which you think most important and consistent from family to family.

Categories	Class	Religion		
Family Names	Clues	Clues	Clues	Clues

Summarize your findings. Tell how the families were most alike and most different.

SOCIAL STUDIES ACTIVITIES

TITLE: Cemetery Chains

AREA: Social Studies ACTIVITY # 5

GROUP SIZE: Individual or team of 2 or 3

OBJECTIVE: Given multi-sensory experiences, the student will locate a series of 5 or more events representing causal relationships.

MATERIALS: Paper and pen, or other media or camera

ACTION: Search the cemetery for a series of at least 5 events in which the first caused the second, the second caused the third, etc. Record the chain in any visual media appropriate to showing the causal relationships. Attach an explanation to each event. (Adapted from ESSENCE CARDS)

TITLE: Blueprint of the Future

AREA: Social Studies ACTIVITY # 6

GROUP SIZE: Individual

OBJECTIVE: Given observation, imagination and information, the student will plan in any appropriate media a futuristic cemetery.

MATERIALS: Paper and pen; be creative and use any media

ACTION: Design a cemetery of the future in any media you choose. Identify interview questions for the cemetery director or caretaker. Ask for information about his major concerns & responsibilities. Choose at least 3 of these and make provision in your cemetery blueprint. Include your interview questions and responses along with the blueprint.

TITLE: Buried Treasure

AREA: Social Studies ACTIVITY # 9

GROUP SIZE: Individual

OBJECTIVE: Given an exploration of a secluded place in the cemetery, the student will draw a rough map locating a place where he buried a treasure; teammates will locate the treasure with 100% accuracy.

MATERIALS: A small treasure, paper, pen and an exploring spirit

ACTION: Leave a small treasure in an out-of-the-way place in the cemetery. Draw a rough map giving all clues possible. Include a legend on your map. Give the map to some of your peers & ask them to find your treasure. You cannot accompany them. If they do find the treasure, you earn 3 brownie points if they don't locate it, you lose all brownie points from the past week. Good luck!

SOCIAL STUDIES ACTIVITIES

TITLE: Mapping Small Areas

AREA: Social Studies ACTIVITY # 8

GROUP SIZE: Individual or team of 2

MATERIALS: Grid frame prepared ahead of time (see page 37 of Mapping Small Places), 2 data sheets for legend and maps corresponding to the grid frame, an analysis sheet

ACTION: Construct a grid frame, a square frame approximately 24x24". See pages 37 and 38 in Mapping Small Places for materials & directions. Select two different areas in the cemetery. Place the grid frame on the ground and draw on your data sheet the objects observed in each square. Make up a legend for each object. Start with one square within the grid frame and carefully continue drawing a rough map of the two areas. Later add color, titles and other information to make your maps look professional. Analyze the differences in the two areas.

	MAP 1			MAP 2				
	Location			Location				
Objects								
Number of objects or area (blocks or squares) covered								

Question: What were the main differences in the locations? Why were the two locations different?

SOCIAL STUDIES ACTIVITIES

TITLE: Names and Places

AREA: Social Studies ACTIVITY # 10

GROUP SIZE: Individual or teams up to 5

OBJECTIVE: Given an up-to-date map of the city, the student will complete a chart listing family names found on tombs and as place names.

MATERIALS: City map, paper and pencil

ACTION: Study the city map to familiarize yourself with streets and other place names. Then walk through the cemetery locating tombs with names which appear on the map. Fill in a chart similar to the one below. If you do not know the person's contribution, interview some older residents.

Family Names and Given Names	Date of Birth & Death	Place Names	Contribution to the City or Country

After adding several names to your chart, answer these questions: Why do you think each person was honored? When did most of these people live? What relation do you notice between when a person lived and the location of the place bearing his name? What other ways might these people be honored? What might YOU do someday to have a place named for you? Where would it be located? What would it be called?

Fill in your chart for the future. Use your name and those of your friends. Share with them.

TITLE: Maps

AREA: Social Studies ACTIVITY # 11

GROUP SIZE: Individual up to 5

OBJECTIVE: Given maps representing different time periods, the student will compare landmarks and name influences on the location of a cemetery.

MATERIALS: Old map and up-to-date map, paper and pencil

ACTION: Locate the cemetery on both maps. Why was the site chosen on the early map? What site would be chosen today for a new cemetery? Name five or more things that would influence the location of a cemetery in each column below.

Long Ago	Today

TITLE: Decisions, Decisions, Decisions

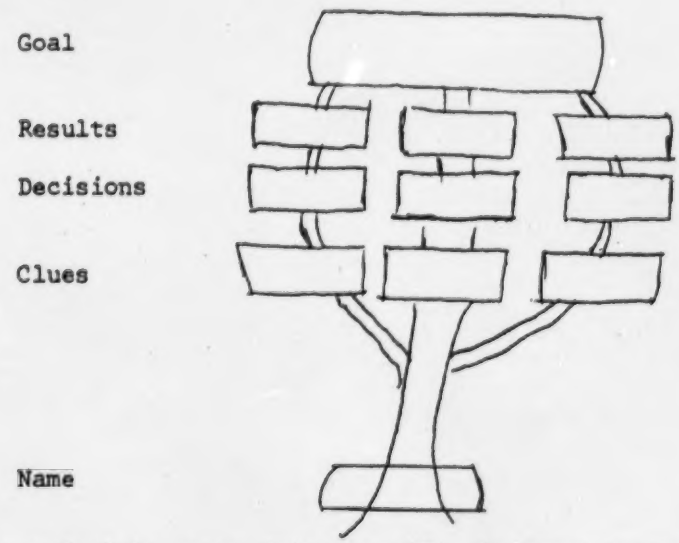
AREA: Social Studies ACTIVITY # 12

GROUP SIZE: Individual or teams 2 or 3

OBJECTIVE: Given a search for clues, the student will identify decisions and results and design a personal decision tree.

ACTION: Search the cemetery for clues that indicate people made decisions which influenced their lives. List the clues and the decisions.

Construct a decision tree using your most interesting clues from a stone or set of family stones. Decide what you think the person's goal was.



Make a decision tree for yourself. It can represent the past or the future.

MAGIC DAY

ACTIVITIES FOR MATH AND SCIENCE

Mathematics Activities

Cemetery Demographics - (See explanatory note on next page)

1 Average Age at Death

2 Range of Dates

3 Average Lifespan

4 Plot Drawings

5 Measuring Tombstones

6 Area of the Cemetery

7 Survey of Changes

Mathematics/Science

8 Causes of Death

9 Heredity

Science

10 Graveside Ecology

11 What kind of tree is that?

12 Stone Types

13 Animal Inventory

CEMETERY DEMOGRAPHICS

Area: Math Activity: #1 - 3

Group Size: 3 - 6

Objective: Students will use various math skills to investigate and interpret demographic data from the cemetery.

Materials: Paper and Pencil
Graph Paper

A Note About Tombstone Statistics

A number of activities require the collection of the same kinds of data. These activities are all grouped together. Below you will find a synopsis of the kinds of information available.

Data Obtainable from Tombstone Faces:

Year of Death
Age at Death
Lifespan

Data Obtainable from Cemetery Records:

Cause of Death
Costs of Lots and Stones

Action: Each activity below requires data on at least 30 individuals from each of three consecutive 20-year periods.

1. Determine the average age of death during the three periods as well as during the entire 60-year period.

2. Determine the range of dates found on the tombstones, i.e., what are earliest and the most recent birth dates and death dates?

3. What are the average lifespans for males and females during each 20-year period and over the entire 60-years?

PLOT DRAWINGS

Area: Math Activity: #4

Group Size: Pairs

Objective: Students will complete on 1/4 inch graph paper a scale drawing of a large family plot.

Materials:
Graph Paper
Trundle Wheels
Metric Tape Measures
Meter Sticks
Paper and Pencil

Action: Select an interesting family plot with at least six burials and make a scale drawing of it. Choose your own scale and make the appropriate measurements.

MEASURING TOMBSTONES

Area: Math Activity: #5

Group Size: Pair or Individuals

Objective: Given a selection of ten (10) tombstones of different sizes and shapes, the students will measure and record their dimensions in metric units.

Materials:
Metric Tape Measures
Meter Sticks
String
Paper and Pencil

Action: Choose ten (10) tombstones of differing sizes and shapes and using appropriate metric measuring devices measure the tombstones. Record your measurements and be sure to specify the units.

AREA OF THE CEMETERY

Area: Math Activity: #6

Group Size: Pairs

Objective: Given measurements at Fairview Cemetery, students will construct a drawing to determine the cemetery's area.

Materials:
Trundle Wheels
Graph Paper
Straight Edges
Paper and Pencil

Action: Using measurements of the cemetery's boundaries which you have made or which you have gleaned from maps of the cemetery, make a drawing of the cemetery and compute it's area.

SURVEY OF CHANGES

Area: Math and/or Science Activity: #7

Group Size: Individuals

Objective: Given the time spent at the cemetery, students will list broad changes that have occurred in and around the cemetery over a long period of years.

Materials: Paper and Pencil

Action: Reflect upon all you have observed during the morning and consider what the cemetery may have been like 100 years ago. Obviously many changes will have taken place since it opened. Please list as many broad changes as you can.

CAUSES OF DEATH

Area: Science/Math Activity: #8

Group Size: 4-6

Objective: Students will, as a group, list at least three trends or patterns in causes of death among individuals buried at Fairview Cemetery.

Materials: Graph Paper
Paper and Pencil

Action: Using data from cemetery records and/or tombstones themselves, on at least 50 individuals, determine at least three trends or patterns in causes of death. You may decide to look at a given time period, or only at one sex, or only at one age group, or even a composite picture. You may want to support your interpretations with graphs.

WHAT CAN YOU FIND OUT ABOUT HEREDITY?

Area: Science/Math Activity: #9

Group Size: Pairs or Individuals

Objectives: Given data from tombstones and cemetery records, students will list at least two examples of the role of heredity in human existence.

Materials: Paper and Pencil

Action: As a guide to finding examples of the role of heredity in human existence, consider the following:

1. Multiple births (twins, etc.)
2. Causes of death within family trees
3. Ages at death within family trees
4. Family occupation
5. Examination of epitaphs for clues to inherited characteristics

GRAVESIDE ECOLOGY

Area: Science Activity: #10

Group Size: Pairs or Individuals

Objectives: Students will list types of plants and/or animals which are found near old and new graves. They will offer reasons in writing for any differences.

Materials: Magnifiers
Plastic Bags
Paper and Pencil

Action: Determine the following:

1. Types of plants and animals found in the cemetery in general.
2. Types of plants and animals in the immediate vicinity of a headstone.
3. Types of plants and animals near old graves and new graves.
4. Reasons for any differences in number 3.

WHAT KIND OF TREE IS THAT?

Area: Science Activity: #11

Group Size: Individual or Pairs

Objectives: Given the trees at the cemetery and the students' knowledge of tree identification, each student will list at least ten (10) species of trees found at the cemetery.

Materials:
Guides to Tree Identification
Leaf Collection
Paper and Pencil

Action: As you walk around the cemetery, identify at least ten (10) species of trees. Which are native to this area and which are ornamental? Decide what differences exist between a cemetery and a wooded area in terms of the physical characteristics which affect tree growth and survival. Fallen leaves as well as twigs or buds and bark characteristics may be used to aid identification of trees in the late Fall and early Spring.

ANALYSIS OF STONE TYPES

Area: Science Activity: #12

Group Size: Individual or Pairs

Objectives: Students will identify stone-types either by testing or by observation. They will use their own knowledge plus data from the tombstones to determine relationships between type of stone used and number of each stone-type present.

Materials:
Vinegar in Plastic Vials
Medicine Droppers
Hand Magnifiers
Graph Paper
Paper and Pencil

Action: Examine tombstones from different areas of the cemetery to determine:

1. What types of stone were used at different times since the 1830's.
2. Why there may be more of one type used during a given period?
3. Differences in weathering?
4. Positively identify stone types. Record data in whatever way is most meaningful to you.

ANIMAL INVENTORY

Area: Science Activity: #13

Group Size: Pairs or Individuals

Objectives: Given the organisms evident in a cemetery setting, the student will compile a list of animals observed with indications of which were actually seen and which were observed indirectly.

Materials: Magnifier (optional)
Field Glasses (optional, not available at Notre Dame)
Paper and Pencil

Background: Animals can be observed directly using the sense of sight or indirectly relying on all the senses to note signs of the presence of different animals. Possible animal signs would include birdsongs, tracks, nests, droppings, webs, tunnels, evidence of digging, holes in trees, etc. It is recommended that children spend some time familiarizing themselves with animal signs before going to the cemetery.

Action:

1. Quickly make a "guess list" of the types (i.e., birds, insects, etc.) of animals you expect to find.

2. Move around the cemetery using powers of observation to locate animals or animal signs.

3. Record as many as you can. If you discover an animal sign but cannot identify it, write down a description to be analyzed later.

4. Later try to more thoroughly identify any unknown animals or signs. Consult resource persons or references.

5. Compile your findings into an Animal Inventory with whatever categories seem appropriate to you. Possibilities are conventional taxanomic categories such as birds, insects, mammals, worms but also may include types of environments (bushes or shrubs, open grass, wooded areas) or sense used in observing the sign (sight, hearing, etc.).